



2-Day Progress Monitoring Visit Report

Name of Institution

Reviewed: Christian County School District

Date: December 4 - 6, 2016

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Introduction

The KDE Two-Day Progress Monitoring Review is designed to:

- provide feedback to Priority Schools and their districts regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2014-15 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2016
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2016
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school/district's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	District Rating for Standard 3 2.50	Team Rating for Standard 3 2.58
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
3.1	<p>The school/district's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.</p> <p>Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school/district's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p>Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	2	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	3	3

	<p>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school/district personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school/district's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school/district's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school/district personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school/district's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school/district's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School/District personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school/district's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school/district's purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School/District personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school/district's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school/district's purpose in curriculum, instruction, and assessment.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	District Rating	Team Rating
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and</p>	2	2

	<p>skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		3	3
3.4	<p>School/District leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School/District leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school/district's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 3 School/District leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school/district's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 2 School/District leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school/district's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 1 School/District leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school/district's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		3	3
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school/district staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams,</p>		

	<p>and peer coaching are a part of the daily routine of school/district staff members. School/District personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school/district staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school/district personnel. School/District personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school/district staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school/district personnel. School/District personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school/district personnel. School/District personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	District Rating	Team Rating
		2	2
3.6	<p>Teachers implement the school/district's instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		3	3
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school/district's values and beliefs about teaching and learning.</p> <p>Level 4 All school/district personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school/district's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school/district personnel and include valid and reliable measures of performance.</p> <p>Level 3 School/District personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school/district's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school/district personnel and include measures of performance.</p> <p>Level 2 Some school/district personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school/district's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school/district personnel.</p> <p>Level 1 Few or no school/district personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school/district's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school/district personnel are included.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		2	2
3.8	<p>The school/district engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School/District personnel regularly inform families of their children's learning progress.</p> <p>Level 2 Programs that engage families in their children's education are available. School/District personnel provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School/District personnel provide little relevant information about children's learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		3	3

3.9	<p>The school/district has a formal structure whereby each student is well known by at least one adult advocate in the school/district who supports that student's educational experience.</p> <p>Level 4 School/District personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school/district employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School/District personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school/district employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School/District personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school/district employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school/district personnel to build long-term interaction with individual students. Few or no students have a school/district employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
3.10	<p>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>	2	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		3	3
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school/district's purpose and direction. Professional development is based on an assessment of needs of the school/district and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school/district's purpose and direction. Professional development is based on an assessment of needs of the school/district. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school/district's purpose and direction. Professional development is based on the needs of the school/district. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school/district or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	District Rating	Team Rating
		2	2
3.12	<p>The school/district provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School/District personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School/District personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School/District personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School/District personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School/District personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School/District personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p>		

	Level 1 School/District personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School/District personnel provide or coordinate some learning support services to students within these special populations.
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Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Baseline (Prior Year Learners Total Score)	AMO Goal	Learners Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2015-2016	51.7	52.7	69.6	Yes	Yes	Yes

Year	Prior Year Overall Total Score	AMO Goal	Overall Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	68.7	69.7	64.6	No	No	No

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2014-2015, 2015-2016)

Content Area	%P/D School (14-15)	%P/D State (14-15)	%P/D School (15-16)	%P/D State (15-16)
English II	40.8	56.8	47.0	56.5
Algebra II	22.0	38.2	49.2	42.3
Biology	17.6	39.7	20.3	37.6
U.S. History	43.5	56.9	47.0	59.1
Writing	45.2	50.0	50.7	43.5
Language Mech.	41.3	51.6	39.6	54.4

Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State (2014-2015, 2015-2016)

Content Area	Percentage School (14-15)	Percentage State (14-15)	Percentage School (15-16)	Percentage State (15-16)
English	39.6	55.3	37.3	54.3

Math	20.7	38.1	17.9	39.7
Reading	28.5	47.4	30.5	49.2

School Achievement of Proficiency and Gap Delivery Targets (2015-2016)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	52.9	47.4	No	47.5	40.9	No
Reading	51.7	49.3	No	45.1	42.4	No
Math	54.0	45.5	No	49.8	39.3	No
Science	37.0	21.4	No	32.7	13.1	No
Social Studies	44.2	45.6	Yes	39.0	40.7	Yes
Writing	50.0	49.9	No	44.7	43.6	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2015-2016)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	55.5	61.7	68.5	Yes
Graduation Rate (for 4-year adjusted cohort)	89.1	97.0	88.6	Yes

Program Reviews 2015-2016

Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development and Support Services (3 pts possible)	Administrative/ Leadership Support and Monitoring (3 pts possible)	Total Points (12 points possible)	Classification
Arts and Humanities	2.24	2.29	2.00	2.20	8.7	Proficient
Practical Living	2.40	2.67	2.75	2.33	10.2	Proficient
Writing	2.00	2.00	2.13	2.00	8.1	Proficient
World Language and Global Competency*	1.00	1.00	1.50	0.85	4.4	Needs Improvement

The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting. World Language Program Reviews for Elementary and Middle Schools are scheduled to be reported in 2015-16 and included in accountability in 2016-17.

Summary of School and Student Performance Data

Plus

1. The school met its AMO (annual measurable objective), participation rate goal and graduation goal in 2015-16.
2. The percentage of proficient/distinguished scores increased in all content areas except language mechanics.
3. The percentage of students scoring proficient/distinguished in Algebra II increased from 22.0 to 49.2 and exceeded the state average of proficient/distinguished by 6.9 points.
4. The percentage of students scoring proficient/distinguished in writing increased by 5.5 points and exceeded the state average of proficient/distinguished by 7.2 points.
5. The percentage of students meeting benchmarks in reading on the ACT increased from 28.5 to 30.5.
6. Social studies met the Proficiency Delivery target.
7. Social studies met the Gap Delivery target.
8. The actual school score for graduation rate exceeded the state average.
9. Both CCR (College and Career Readiness) and Graduation Rate Delivery targets were met for 2015-16.
10. Arts and Humanities, Practical Living, and Writing scored proficient on Program Reviews.
11. Practical Living was highest scoring program in the 2015-16 Program Review.

Delta

1. The school did not meet AMO in 2014-15.
2. While the percentage of proficient/distinguished scores in Biology increased, the score is substantially lower than all the other content areas for EOC (End-of-Course), as well as the state average.
3. The percentage of proficient/distinguished scores in language mechanics decreased from 41.3 to 39.6.
4. The percentage of students who met benchmark in English and math on the ACT decreased. All ACT percentages are below state averages.
5. Science missed the Gap Delivery target by 19.6 points.
6. All tested areas, except social studies, failed to meet the Proficiency Delivery target.

7. The actual school score for CCR was below the state average.

8. On the Program Review, World Language and Global Competency rated as “Needs Improvement.”

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Survey Item	%agree/ strongly agree	MS/HS Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
3.1	10	69.8	10	64.4	26	89.6
3.1	11	63.5	11	52.3	51	96.1
3.1	13	55.5	17	39.6		
3.1	34	76.7	32	60.8		
3.2	21	73.5	17	39.6	16	84.4
3.2					22	79.2
3.3	12	64.7	10	69.4	17	81.8
3.3	13	55.5	16	58.8	18	77.9
3.3	22	77.3	17	39.6	19	74.0
3.3			26	64.7		
3.4					3	98.7
3.4					11	98.7
3.4					12	94.9
3.4					13	91.1
3.5	14	60.9	5	56.4	8	89.9
3.5					24	92.2
3.5					25	90.9
3.6	19	81.5	9	69.4	20	96.1
3.6	21	73.5	18	66.0	21	80.5
3.6			20	60.1	22	79.2
3.7	14	60.9	5	56.4	8	89.9
3.7					30	93.5
3.7					31	96.1
3.8	9	65.2	13	56.2	15	86.1
3.8	15	62.2	21	44.9	34	67.5
3.8	16	57.2			35	90.9
3.8	17	67.2				
3.8	35	68.0				

3.9	20	75.6	14	52.1	28	93.5
3.9						
3.10			22	61.5	9	97.5
3.10					21	80.5
3.10					23	93.5
3.11					32	100.0
3.11					33	97.4
3.12	13	55.5	1	71.2	27	94.8
3.12	23	71.9	17	39.6	29	89.6

Summary of Stakeholder Feedback

Plus

1. One-hundred percent of staff members agree/strongly agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”
2. Ninety-nine percent of staff members agree/strongly agree with the statement, “Our school’s purpose statement is based on shared values and beliefs that guide decision making.”
3. Ninety-nine percent of staff members agree/strongly agree with the statement, “Our school’s leaders hold all staff members accountable for student learning.”
4. Ninety-seven percent of staff members agree/strongly agree with the statement, “Our school’s leaders expect staff members to hold all students to high academic standards.”
5. Ninety-six percent of staff members agree/strongly agree with the statement, “Our school uses data to monitor student readiness and success at the next level.”
6. Eighty-two percent of parents agree/strongly agree with the statement, “My child knows the expectations for learning in all classes.”

Delta

1. Sixty-eight percent of staff members agree/strongly agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”
2. Fifty-two percent of students agree/strongly agree with the statement, “My school prepares me to deal with issues I may face in the future.”
3. Fifty-six percent of students agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”
4. Forty-five percent of students agree/strongly agree with the statement, “All of my teachers keep my family informed of my academic progress.”

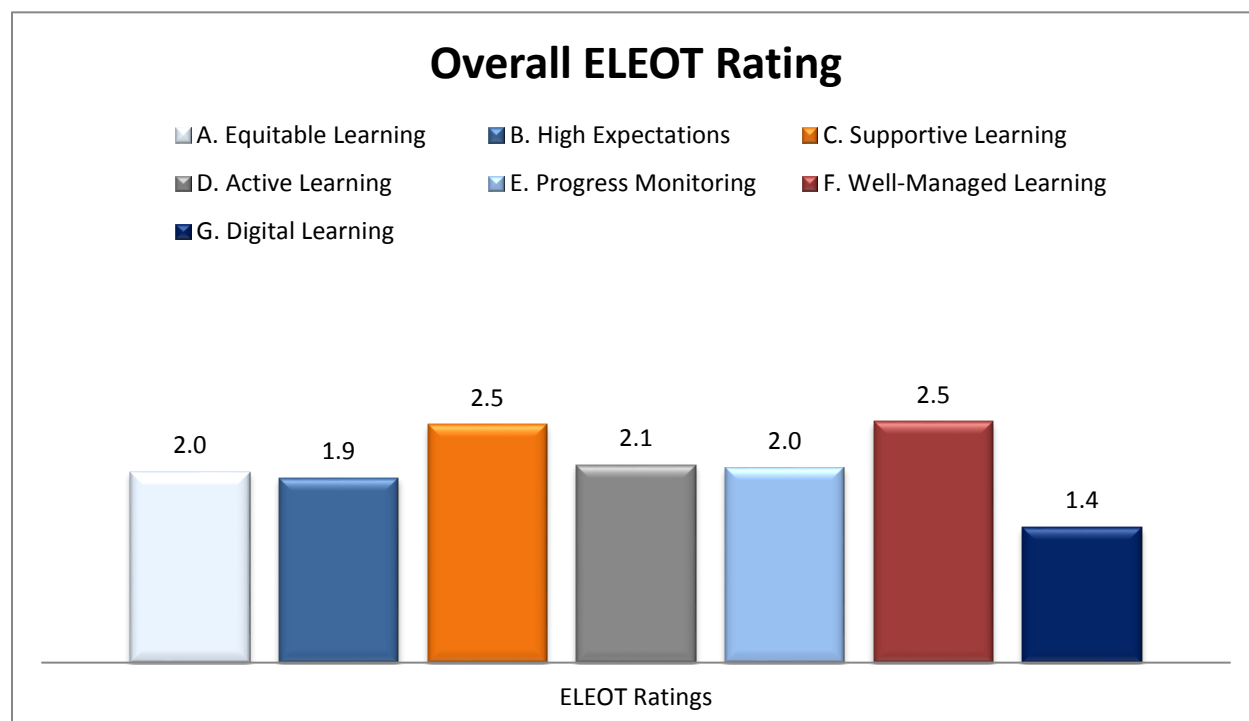
5. Forty percent of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
6. Fifty-five percent of parents agree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
7. Fifty-seven percent of parents agree/strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”

Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 19 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



Summary of eleot™ Data

Equitable Learning Environment

Plus

Instances where students know that rules and consequences are fair, clear, and consistently applied were evident in 74 percent of the classrooms observed.

Delta

Occurrences where students have ongoing opportunities to learn about their own and other's backgrounds/cultures/differences were not observed in 84 percent of the classrooms.

High Expectations Learning Environment

Plus

N/A – Percentages were not high enough to qualify as a plus.

Delta

1. Occurrences in which the students are provided exemplars of high quality work were not observed or somewhat evident in 95 percent of classrooms.
2. Instances in which students are tasked with activities and learning that are challenging but attainable were very evident/evident in 21 percent of the classrooms.
3. Occurrences in which students are asked and respond to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) were evident in 32 percent of the classrooms observed.

Supportive Learning Environment

Plus

1. Instances in which students demonstrate or express that learning experiences are positive were evident in 74 percent of the classrooms observed.
2. Occurrences in which students demonstrate a positive attitude about the classroom and learning were evident in 74 percent of the classrooms observed.

Delta

Occurrences in which students are provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were somewhat evident or not observed in 68 percent of the classrooms observed.

Active Learning Environment

Plus

N/A – Percentages were not high enough to qualify as a plus.

Delta

Instances where “students make connections from content to real-life experiences” were not observed/partially observed in 73 percent of the classrooms observed.

Progress Monitoring Learning Environment

Plus

N/A – Percentages were not high enough to qualify as a plus.

Delta

1. Occurrences where students understand how their work is assessed were not observed/partially observed in 90 percent of the classrooms observed.
2. Instances where students have opportunities to revise/improve work based on feedback from the teacher were not observed/somewhat evident in 74 percent of the classes observed.

Well-Managed Learning Environment

Plus

1. Instances in which students speak and interact respectfully with their teachers and peers were evident/very evident in 68 percent of the classrooms observed.
2. Occurrences in which students follow classroom rules and work well with others were evident/very evident in 79 percent of the classrooms observed.
3. Instances in which students know classroom routines, behavioral expectations and consequences were evident/very evident in 73 percent of the classrooms observed.

Delta

Instances where students collaborate with other students during student centered activities were not observed/somewhat observed in 74 percent of the classrooms observed.

Digital Learning Environment

Plus

N/A – Percentages were not high enough to qualify as a plus.

Delta

1. Instances where students use digital tools/technology to gather, evaluate, and/or use information for learning were not observed in 74 percent of the classrooms observed.

2. Occurrences where students use digital tools/technology and or create original works for learning were not observed/somewhat evident in 79 percent of the classrooms observed.

3. Instances where students use digital tools/technology to communicate and work collaboratively for learning were not observed in 89 percent of the classrooms observed.

FINDINGS OF THE INTERNAL REVIEW TEAM

SCHOOL IMPROVEMENT PRIORITY 1

Indicator: 3.3

Action Statement:

Provide professional learning opportunities for teachers to develop and deploy high yield instructional strategies that 1) engage students through collaboration and self-reflection, 2) utilize critical thinking skills, and 3) differentiate to meet individual student needs. Develop a formal monitoring tool to evaluate the effectiveness of the professional learning that documents classroom implementation, feedback given to the teachers, and next steps for teacher growth.

Evidence and Rationale:

School and Student Performance Data

Student performance data showed the need for individualized instructional strategies at the priority school. The school failed to meet the state's Proficiency and Gap Delivery targets in combined reading and math, reading, math, science, and writing. Also of concern is the fact that the percentage of students meeting benchmarks on the ACT in the eleventh grade dropped in English (39.6 percent in 2014-15 to 37.3 percent in 2015-16) and math (20.7 percent in 2014-15 to 17.9 percent in 2015-16). The 2015-16 ACT score in English was 17 points lower than the state average of 54.3, while the math score was 21.8 points lower than the state average of 39.7.

Stakeholder Survey Data

Stakeholder feedback data indicates that there is little variety of instructional strategies and activities being utilized in the priority school. Sixty-five percent of parents and 59 percent of students agreed/strongly agreed that "teachers use a variety of teaching strategies and learning activities." Furthermore, 55 percent of parents and 40 percent of students felt that teachers "changed teaching" to meet the student's learning needs. Seventy-eight percent of staff agreed/strongly agreed that teachers "regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills," which indicates limited agreement.

Classroom Observation Data

Observation data indicated that the priority school does not implement high-yield instructional strategies consistently across all content areas. "Differentiated learning opportunities and

activities” were evident/very evident in 42 percent of classrooms (A1). Likewise, students were provided “additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” in 32 percent of classrooms (C5). Also, students were “engaged in rigorous coursework, discussions, and/or tasks” in 32 percent of classrooms (B4).

Stakeholder Interviews, Documents and Artifact Review

Stakeholder interview data indicated that while the school had made significant progress in the overall culture of the building, classroom instructional strategies were not where they needed to be. Individualized instruction was occurring in pockets, but not systemically. Several central office employees as well as classroom teachers at the priority school stated that the effort to restore discipline has been implemented effectively and that the focus on daily classroom instruction was now being prioritized.

SCHOOL IMPROVEMENT PRIORITY 2

Indicator: 3.6

Action Statement:

Review, revise and explicitly articulate to all staff the district’s formal instructional process. Ensure that the process 1) clearly informs students of learning expectations and standards of performance, 2) uses exemplars to model high-quality work, 3) requires the use of multiple measures, including formative assessment, to inform the need for modification to instruction or the curriculum, and 4) provides students with specific and immediate feedback to students about their learning.

Evidence and Rationale:

School and Student Performance Data

Student performance data showed that the priority school met its Annual Measurable Objective (AMO) goal and graduation rate goal in 2015-16. The school was classified as a Distinguished, High Progress School. However, the school’s End-of-Course data, while showing significant progress compared to the 2014-15 school year, was lower than the state average in English II, Biology, U.S. History, and language mechanics. The school failed to meet the state’s Proficiency and Gap Delivery targets in combined reading and math, reading, math, science, and writing. Also of concern is the fact that the percentage of students meeting benchmarks on the ACT at the eleventh grade dropped in English (39.6 percent in 2014-15 to 37.3 percent in 2015-16) and math (20.7 percent in 2014-15 to 17.9 percent in 2015-16). The 2015-16 ACT score in English was 17 points lower than the state average of 54.3, while the math score was 21.8 points lower than the state average of 39.7.

Stakeholder Survey Data

Stakeholder survey data indicates a discrepancy between the various groups concerning the instructional process. Seventy-nine percent of staff and 74 percent of parents agreed/strongly agreed that multiple assessments were used to measure student achievement. These percentages rate as “limited agreement.” Sixty-nine percent of students agreed/strongly agreed that teachers use multiple assessment to “check understanding,” which indicates an

absence of agreement. Likewise, sixty-six percent of students agreed/strongly agreed that “teachers explain expectations for learning and behavior so I can be successful.”

Classroom Observation Data

Observation data indicated that the district’s instructional process needs to be articulated and monitored more effectively. The use of exemplars was evident/very evident in 5 percent of classrooms (B3). While it was evident/very evident that students knew and strived to meet high expectations established by the teacher in 47 percent of classrooms (B1), students were “tasked with activities and learning that are challenging” in 21 percent of classrooms. Observations showed that it was evident/very evident that students had opportunities to revise/improve work based on feedback in 26 percent of classrooms.

Stakeholder Interviews, Documents and Artifact Review

Stakeholder interviews with central office staff, community members, and priority school staff indicate that district has begun professional learning sessions to implement pieces of the instructional process that is based on Jim Knight’s book, *High Impact Instruction*. While there is evidence of teacher attendance for the sessions, interviews suggest that actual classroom implementation has been limited. Central office staff told the team that monitoring occurs monthly through Curriculum Leadership activities and the eleottm walkthroughs.

Attachments:

- 1) eleottm Worksheet



2016-2017 Feedback Report Addendum

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the 2014-15 Diagnostic Review Report for the Christian County School District.

Improvement Priority 1: Create a district-wide, continuous curriculum development/alignment process that is well documented and regularly evaluated for its effectiveness in implementing a curriculum that ensures:

- 1) All students have challenging and equitable learning experiences that will prepare them for success at the next level;
- 2) Similar classes have the same high learning expectations;
- 3) Teachers are provided support and guidance for the use of individualized/differentiated learning experiences at all levels of cognition;
- 4) School and district leaders use student performance data from multiple sources to monitor and regularly adjust curriculum, classroom instruction and assessment processes, thereby ensuring vertical and horizontal alignment.

(This improvement priority is also related to indicators 3.2 and 5.2.) (Indicator 3.1)

District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

District Evidence:

- IP (improvement priority) #1 30-60-90 plans for 2015-16 and 2016-17
- Data based curriculum refinement project
- District elect data for monitoring implementation
- District PLC (professional learning community) guidance document
- District curriculum work (2015-16 and 2016-17)
- List of trainings and support provided by district coaches
- District professional learning offerings
- Sample high school common syllabi

District Supporting Rationale:

District instructional staff undertook a Process and Performance Management process to develop a data-based curriculum development and refinement process in 2015-16. Previous work was focused around deconstruction and bundling of standards and checking for congruency of learning targets as outlined below. In June 2015, high school teachers completed an extensive curriculum mapping process for the following:

English	Math	Science	Social Studies
English I English II English III English IV CCR English	Algebra I Algebra II Geometry CCR Math	Biology Chemistry Integrated Science	Human Geography World Civilization US History

The work was facilitated by KDE (Kentucky Department of Education) content consultants and Effectiveness Coaches. As part of the work, teachers also developed the skeleton of a common district syllabi for each course that allowed for customization by the teacher.

Throughout September and October of 2015, elementary and middle principals were asked to recommend their strongest ELA and mathematics teachers to join a team of district teacher leaders in the process of revising and updating existing curriculum maps and pacing guides. The work was facilitated by the instructional supervisor and director of elementary education. Teacher leaders were asked to bring their materials, including their copy of curriculum maps and pacing guides with their notes as to what worked and what needed revision. Teachers also brought any relevant materials to the task. A representative from KDE also was in attendance on day one of each team's sessions to help facilitate the process.

To begin the session, teachers were asked to reflect upon current assessment data and the impact student progress has upon the pacing process. Teachers were free to talk in teams across grade levels and reflect upon their teaching practices. Upon reflecting, they began the process of reviewing the existing maps and pacing guides, beginning with formatting and essential questions.

Once the formatting and essential questions were updated, teachers focused on the standards and pacing. Their maps are bundled by groups of standards that are logically tied together for instruction. Teachers spent the remainder of their time making sure the standards were all included, and all bundled according to the needs of their students. They corrected any timing issues adjusted the pacing maps according to the current calendar.

Once the work was completed, teams were tasked with completing an audit document. The audit document required teams to check off each standard as it was included in the pacing guides. In that manner, any missing standards were found and added to the guide. Team members provided district leadership with next steps needed for future mapping activities. Finally, teams were required to upload their documents into TeacherShare, and that information was then provided to all teachers.

Team members were asked to keep notes on the documents for future pacing revision work sessions. District leaders then completed a program evaluation of the process so that future projects would include input and next steps from team members. As a result of the work, district staff determined that a more comprehensive, data-based process was needed for future work.

While undergoing the PPM (Process and Performance Management) work, staff completed SIPOC (Suppliers-Inputs-Process-Outputs-Customers) as well as other PPM tools. A process flow chart was developed as part of the PPM.

Team Evidence:

- Walkthrough documentation
- Stakeholder interviews
- Artifacts review
- 30-60-90 day plans
- Superintendent's presentation
- Survey results
- High school syllabi

Team Supporting Rationale:

The district is training and implementing a systems approach through the Process and Performance Management system. Curriculum has been developed and aligned across the district to ensure consistency for student learning and achievement. The district has invested in Tyler Pulse which is a dashboard containing district assessment data from multiple sources. The assessment data is used by the district to monitor student growth.

Eleot data reflects that more rigorous and differentiated instructional practices are needed to ensure all students learn at high levels. A new assessment system is being implemented by the district for the 2016-17 school year. Alignment of this assessment system to the current curriculum is a critical component to ensure that analysis provides quality data that will drive student, classroom, and school improvement.

Improvement Priority 2: Create, implement, support and monitor the use of an instructional process that clearly informs students of learning expectations and standards of performance. Ensure that the instructional process provides students with examples of high quality work and requires the use of multiple measures of formative assessments to guide modifications and adjustments to instruction. Further ensure that the process provides students with specific and timely feedback about their learning. (Indicator 3.6)

District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

District Evidence:

- Narrative of District Instructional Model
- IP (improvement priority) #2 30-60-90 plans
- Samples of school high impact plans
- High impact fidelity work/congruency checks

- Eleot fidelity monitoring
- SREB (Southern Regional Education Board) scope of work and coaching reports for PBL (project-based learning)
- Improvement Priority #4 30-60-90

District Supporting Rationale:

Instructional Model

Instructional improvement began in 2013 with a long-range plan of transforming the educational environment to one where project-based learning would be a key tool used for engaging 21st century learners in rigorous, relevant learning experiences. Our journey began with a focus first on standards through professional learning communities at the school level and district curriculum work.

Jim Knight's *High Impact Instruction* was selected as the district's touchstone text in developing an instructional model because it pulls together many best practices into one system. We launched in 2014-15 by training district leadership, school leaders, and leadership teams. District work around this area is evidenced in the 30-60-90 plans for IP #2. Each school team developed an implementation plan for the first two components selected (Guiding Questions and Learning Maps) for the 2015-16 school year.

Formative assessment was the next component to be implemented. District and school leadership teams were trained in the spring of 2016 and each school developed a training plan using district provided modules for the 2016-17 school year. Each school completed six required hours of formative assessment training using modules created by district staff. Instructional coaches are continuing implementation support in this area and are working with CCHS (Christian County High School) two days per week for implementation support.

Fidelity checks occur at monthly meetings with an analysis of "collections" to check for congruency among learning maps, guiding questions, formative assessments and student work. Samples and congruency checks can be found as evidence in Indicator 3.6. Additionally, the district monitors classroom implementation through districtwide use of the eleot™ in all buildings. Eleot indicators related to progress monitoring are included as part of each school's 30-60-90 reporting for High Impact Instruction monitoring. Examples of this can also be found in evidence for Indicator 3.6 and on samples of school 30-60-90 plans for High Impact implementation.

In the spring of 2017, district leadership and school leadership teams will be trained in a district differentiation model. A six-member team has attended extensive training over a two-year period with Solution Tree, Learning Forward, and other providers to develop a cohesive district training model. The same rollout will be used in the summer of 2017 with fidelity checks following that bring all existing components together. Kagan engagement strategies are being frontloaded in 2016-17 as a foundational "brain-friendly" piece for this work. Differentiation data is being collected as a baseline comparison once that phase launches through specific indicators from eleot; this data is captured for each 30-day cycle on each school's GAP plan.

The final component to launch districtwide will be project-based learning, scheduled tentatively for 2019. Though research shows PBL to have a small effect size, further consultation with John Hattie has occurred. Hattie advised that PBL is a strategy that has perhaps the greatest promise but is unknown because the studies surrounding it have been around flawed implementation plans. Knowing that and understanding that as we are transforming the learning environment, we must also keep our eyes clearly focused on accountability measures, a training plan was developed to utilize pilots for two years.

In the spring of 2016, district leaders from technology and instruction attended the Buck Institute's PBL Academy in Nashville, Tennessee and experienced the training that teachers would experience. SREB was contracted for the work in May, 2016. The district launched its first cohort with each school represented. Each school team includes a teacher from the STEM (science, technology, engineering and mathematics) cohort partnered with the Technology Integration Professional (teacher) from their building and an administrator. Three extensive days of training occurred in the summer of 2016 with follow-up coaching provided throughout the year by SREB and district instructional coaches.

In the summer of 2017, the first cohort will undergo more extensive training while a second cohort for each school launches in the same training model. At the end of two years, the district should have approximately 100 people trained in PBL to support broader implementation in each school. Just as importantly, each school will have two leaders who have undergone the training and shadowed SREB coaches throughout the two year process to learn how to support implementation at the school level. We have aligned district initiatives to elect indicators in order to have quantitative data as a fidelity measure. In 2016-17, formative assessment and differentiation are monitored.

Monitoring Student Progress

Additional information on this component of the improvement priority is articulated in the IP#4 rationale.

Monitoring student progress is an expected component of PLC work as established in the PLC guidance document. From the district level, monitoring of student progress toward proficiency occurs through data tracking sheets as a part of 30-60-90 monitoring each school completes. Progress of students enrolled in System 44 and Read180 intervention programs are monitored through both fidelity measures and gains analysis reporting. The district has also modeled how to conduct RtI meetings as means of progress monitoring for interventions.

Progress toward CCR status is maintained at the school level and shared at monthly principal meetings beginning in December of each year. Both high schools maintain comprehensive monitoring systems and work collaboratively with staff from Gateway Academy, 21st Century Academy, and alternative programs to monitor student progression.

Team Evidence:

- Walkthrough documentation
- Stakeholder interviews

- Artifacts review
- 30-60-90 day plans
- Superintendent's presentation
- Survey results
- District Self Assessment

Team Supporting Rationale:

The district has adopted an instructional process model based on Jim Knight's *High Impact Instruction*. A timeline for implementation has been developed with the focus for the 2016-17 school year on formative assessment. The next emphasis of the instructional model will be on differentiated instruction with modules currently being developed for implementation. Urgency in addressing these areas within the classroom environment as well as providing student feedback and exemplars of high quality work are essential to student growth and understanding.

Improvement Priority 3: Develop grading and reporting policies, processes, and procedures that will ensure academic grades are based on clearly defined criteria that represent students' attainment of content knowledge and skills. Implement and regularly evaluate the effectiveness of these policies, processes, and procedures that ensure that 1) all students are equitably evaluated across grade levels and like courses, 2) all courses provide students with equitable and challenging learning experiences leading to next level preparedness and success, and 3) changes to policy and practice reflecting are well communicated to students, parents, teachers, staff, and administrators. (Indicator 3.10)

District	Team	
		This improvement priority has been addressed in an exemplary manner.
X	X	This improvement priority has been addressed satisfactorily.
		This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

District Evidence:

- Elementary, middle and high school SBDM (school-based decision making) grading policies
- Grading policy survey data/results
- Administrator training documentation IP#3
- Administrator SBDM grading policy development support monthly
- Developed and provided grading policy planning tool to administrators
- Monitoring grading practices implementation in SBDM grading policy
- Communication plan of grading policy implementation in SBDM grading policy
- IP #3 30-60-90 day plan

District Supporting Rationale:

The district has gone through the development of grading and reporting policies, processes, and procedures to ensure academic grades are based on clearly defined criteria. An Effective

Grading Practices (EGP) committee was developed to provide the opportunity for input from parents/guardians, students, teachers, guidance counselors, and school administration. The goal of the EGP committee was centered around the equitable evaluation of all students across grade levels and like courses, providing challenging learning experiences, and developing a plan to communicate changes in policy to students, parents/guardians, teachers, counselors, administration and the community as a whole.

Stakeholder input was collected through EGP committee meetings and survey feedback. The grading policy survey feedback indicated the following in regards to the grading policy:

- Eighty-five percent of parents/guardians and students understood how the student was being graded on both assignments and tests.
- Eighty-six percent of parents/guardians and students indicated the student was provided a syllabus providing class criteria and grading scale.
- Seventy-four percent of parents/guardians and students agree students' grades are based on criteria to represent content knowledge and skills.
- Eighty-four percent of parents/guardians and students said they are made aware of mid-term and 9-weeks reporting dates by the school.
- Ninety-three percent of parents/guardians and students have been informed of Infinite Campus Parent Portal to monitor student grades.

Additional grading policy staff surveys indicated the following:

- Seventy percent of teachers, counselors and administrators had been trained on the district and school grading policy.
- Ninety-five percent of teachers, counselors and administration verified communication plans on grading and reporting practices were in place.
- Eighty-three percent of teachers, counselors and administrators indicated school SBDM (school-based decision making) grading policies had been or were in process of adoption.
- Ninety-eight percent of teachers, counselors and administrators said there was a school wide communication plan to inform students and parents/guardians of IC (Infinite Campus) Parent Portal Access to monitor student grades.

In July 2016, at the administrator's retreat, administrators were provided SBDM policy development training and improvement priority #3 review. SBDM grading policy examples included:

- Christian County High School grading policy
- Grading policy purpose
- Grading policy rubrics
- District grading scale integration
- Grading scale expectations
- Missing assignments/assessments
- Monitoring grading practices
- Grading practices communication plan
- Rationale significance of SBDM grading policy

Our next steps in this area are supporting the schools as they communicate more effectively with parents. School surveys indicate that parents need more communication on the established policies.

Team Evidence:

- District and school policies
- Stakeholder interviews
- Superintendent's presentation
- Survey results
- District Self Assessment
- Meeting agendas and minutes
- 30-60-90 day plans

Team Supporting Rationale:

The district developed, amended, and implemented a grading policy for all schools. The high school advisory council subsequently developed a policy that was approved for implementation. Student survey data indicated absence of agreement regarding grading fairly and evaluating student work. Stakeholder interviews indicated The Missing Piece data reflected there was still a need for additional parent communication regarding the grading process.

Improvement Priority 4: Develop, implement, and consistently monitor implementation of a district-wide comprehensive assessment system, which includes locally developed and standardized assessments, that generates data and information to guide system, school, and classroom decision-making and improvement planning. Ensure regular evaluations of this system's reliability and effectiveness in providing the information needed to inform improvement in instruction, student learning, the conditions that support learning, as well as system programs, services, policies, and culture. (Indicator 5.1)

District	Team	
		This improvement priority has been addressed in an exemplary manner.
X	X	This improvement priority has been addressed satisfactorily.
		This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

District Evidence:

- District created and commercially purchased benchmark assessments
- Interviews with DAC (district assessment coordinator) for scope of assessment plan (includes universal screener, practice ACT purchased, etc.); chief instructional officer and director of strategic planning, federal programs and grant development
- District-developed data analysis protocol
- Assessment/benchmark data shared at PLCs
- Benchmark monitoring shared Administrator's Drive
- 30-60-90 day data tracking sheets

- Assessment plans
- CCHS formal monitoring process in place for CCR – testing, progress, pathways

District Supporting Rationale:

The district created benchmark assessments given two times per year at all levels (elementary, middle, high); 2015-16 was the first year that high schools were added to this process. Assessments were created by district and school leadership teams and were meant to mirror statewide assessments. As a result of feedback from school leadership and teachers and work on a Process and Performance Management project (see IP#1) around curriculum development and refinement, the district purchased benchmarks from TE21- Case Benchmark for the 2016-17 school year after consulting with Fleming County staff.

Principals are required to analyze data with staff, and then upload to a common district spreadsheet in a shared administrators drive for district monitoring purposes. The district expectation is for benchmark data to drive and inform instruction at the classroom level. The process for sharing that data is through PLCs. The district's PLC guidance document establishes the expectation for data to be a required component. Minutes of PLC meetings also reflect the use of data as part of the school's practice.

A practice ACT has been purchased and that will be administered at the high school level in November and December for grades 10 and 11. The data will be returned electronically and BACS (building assessment coordinators) and principals are expected to analyze their schools' data and share with teachers for instructional improvement through PLCs.

The process for analyzing universal screener (MAP and Discovery) data is similar. The PLC process is the vehicle for dissemination of data. The DAC also completes data analysis and shares information with principals, district leaders, and the board of education. Statewide data is returned throughout the year at the high school level. There is a formal monitoring process in place at Christian County High School, as well as Hopkinsville High School, in which the CCR coach tracks and updates the progress toward readiness of all students, particularly seniors. If a student is missing a course in his/her pathway, or a benchmark on a CCR assessment (such as KYOTE, Work Keys, etc.), then the coach ensures that she collaborates with the student's teachers (at CCHS or at Gateway Academy) and fills the holes in instruction or makes sure that proper interventions take place prior to testing/re-testing. If a student has missed benchmarks on the ACT, interventions are in place at the school level to ensure that the skills missing are taught to the student. Those students are formally tracked and monitored through the Intervention Tab in Infinite Campus. If students need assistance with the ACT and want to attend voluntarily, they may. Programs are provided at the high school on a voluntary basis for students and staff that students may attend to help with any skills or learning that is needed.

A district-wide protocol was required to assist staff in the analysis of EOC and K-PREP results in which staff had to meet in teams to disseminate their data. The protocol was turned in to the DAC and was used by the superintendent and cabinet as part of the fall collaborative planning meetings with individual principals. School leadership teams and councils will also

use the data protocols as part of the CSIP (Comprehensive School Improvement Plan) Needs Assessment and CSIP development process.

Each school developed an assessment plan that is updated and revised throughout the year in order to think through and plan for instruction and logistics prior to any testing (district or statewide). Assessment plans were an outgrowth of the improvement work at the high school and are a necessary component to monitoring student progress, keeping data at the forefront, and ensuring schools are ready for statewide assessment. Plans are updated systematically and monitored by the DAC. The plan includes assessment and performance monitoring of students in each cycle so that instruction can be informed for maximum student access to curriculum.

Additional information related to the district's comprehensive assessment plan is also found in IP #6 rationale as it relates to continuous improvement.

Team Evidence:

- Stakeholder interviews
- Artifacts review
- Superintendent's presentation
- Survey results
- District Self Assessment

Team Supporting Rationale:

The district has implemented a system that consists of multiple assessment measures which includes teacher-created benchmark assessments and vendor purchased assessments. Tyler Pulse provides a dashboard for all district assessment data (e.g. MAP, common assessments, CCR, state accountability data). In order to be reliable and bias free, the district has purchased a new vendor assessment. As the high school moves to this new vendor benchmark assessment, it is imperative this benchmark assessment be reviewed prior to administration to ensure it aligns with the current curriculum and correlates to the daily pacing of instruction. The professional learning community process is utilized for analyzing and disseminating data to improve instruction and student learning at the school level.

Improvement Priority 5: Develop, implement, and monitor a comprehensive communication process for informing the community regarding student learning, assessment results, school effectiveness and school improvement goals, using multiple delivery methods that reach all stakeholder groups. Collaborate with school leaders to create specific strategies aimed at more effectively communicating student learning progress with families. (This Improvement Priority is also related to indicator 3.8.) (Indicator 5.5)

District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.

		There is little or no evidence that this improvement priority has been addressed.
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District Evidence:

- Communication survey/results
- District communication plan
- School communication and website contacts
- School website timelines and communications
- School publications and advertisements
- Important information located on webpages (CSIPs)
- Training documentation related to communication
- Communications related to school performance and data
- IP #5 30-60-90 day plan
- Online registration communications

District Supporting Rationale:

Christian County Public Schools has gone through the development and implementation of a comprehensive communication process to inform parents and stakeholders of school progress and improvement. A communication plan was developed with input from families, students, employees, school leaders and community members. The goal of the communication plan was centered on the dissemination of student learning, assessment results, school/district achievements, school effectiveness and important informational announcements.

Input from stakeholders was sought through committee meetings and survey feedback. Christian County Public Schools (CCPS) currently uses a variety of resources to provide information to the community and CCPS stakeholders. When surveying the community on communications within CCPS, a vast majority stated that district and school webpages were a missed opportunity for information delivery.

During the summer of 2016 district and school webpages were enhanced through weekly trainings with district/school webmasters. All information posted and shared on webpages is now up to date. Through this process a plan was developed to keep all information current. Webmasters at each school collaborate with the principal and school leadership team to keep all information current and relevant. In addition, webmasters meet with staff regularly to provide assistance with teacher webpage maintenance.

An emphasis is made to ensure student data and assessment results are shared with stakeholders. Prior to public release of test data, an informational session is held with the media to ensure that they understand the data and report the information in the media. Similar information is linked to the school webpage.

An effort has been made to streamline the registration process for families and to more effectively communicate with them. Online registration was implemented in the district during the 2016-17 school year. The planning was a part of the Process Performance Management Grant received from the Kentucky Association of School Administrators. The

communication process to inform families and students of the registration procedures has been recognized at the state level. The Parent Portal in Infinite Campus is a tool for parents to use to register students for school. All student grades are posted on the Parent Portal. Currently 82 percent of parents have Parent Portal accounts. This allows families and students to check grades and communicate with school staff. The district received an OASIS Award for superior communication products from the Kentucky School Board Association.

Representative stakeholders from the district level and schools are meaningfully engaged in the communication process. A data profile has been completed and an extensive list of communication tools and strategies are used by the school district. Communications are monitored and surveys will be disseminated yearly to determine the effectiveness of the system.

Team Evidence:

- District communication plan
- Stakeholder interviews
- Artifacts review
- 30-60-90 day plans
- Superintendent's presentation
- Survey results
- District Self Assessment

Team Supporting Rationale:

The district has developed and implemented a communication plan to maximize stakeholder engagement in student progress and continuous school improvement. The Superintendent Advisory Council meets regularly to share ideas and discuss community issues. To celebrate and share the district accountability successes, a State of the Schools Breakfast was held. The superintendent also ensures communication to various stakeholder groups which includes the Workforce and Economic Development Committee, League of Women Voters, and other local community groups.

Parent and student survey data indicates a lack of information and opportunities regarding student progress and learning involvement at the high school. In response to this survey data, the district has created a timeline for school and teacher websites to be created and updated, hosted a Parent Portal Blitz, Connect U YouTube videos, established online coursework registration, and conducted a community walkthrough visit.

Improvement Priority 6: Develop, implement, and monitor a district-wide, continuous improvement process that clearly focuses on improving student achievement and the conditions that support learning, and that includes the following attributes:

- 1) Representative stakeholders from the district and schools are meaningfully engaged in the process;
- 2) The process is guided by a data profile that contains an analysis of a broad range of data and information used to identify needs and set goals as well as to monitor progress towards improvement;

- 3) Measurable improvement goals are consistently used;
- 4) Improvement planning processes are regularly evaluated for their effectiveness in improving student achievement. (Indicator 1.4)

District	Team	
		This improvement priority has been addressed in an exemplary manner.
	X	This improvement priority has been addressed satisfactorily.
X		This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

District Evidence:

- Strategic plan
- CDIP (Comprehensive District Improvement Plan)/CSIP
- School 30-60-90 day plans and district IP 30-60-90 plans
- Assessment plans
- Professional development survey
- Professional development delivery
- Discipline audits/PBIS (Positive Behavioral Interventions and Supports) support
- Process and Performance Management training
- PLC guidance document/support/monitoring
- Instructional rounds
- School and district performance/data calculators
- School data protocols
- Collaborative planning
- District achievement data from multiple sources (universal screener, Reading Inventory, Math Inventory, benchmarks)
- Response to Intervention/guidance document/support/monitoring
- Online registration/Parent Portal

District Supporting Rationale:

Christian County Public Schools has a systematic process for collecting, analyzing, and using data from multiple sources. All schools participate in professional learning communities (PLCs). School personnel use the results of the assessments in local PLC meetings; common assessments are given at the local level with the data being a key feature in the PLC cycle. The district guidance document clearly defines the use of student performance data. The district has also created an RtI (Response to Intervention) guidance document. Collecting, analyzing, and using data from multiple sources guides the RTI process. Both the PLC and RTI processes are monitored and supported by district personnel. Christian County Public Schools also employs the use of Tyler Pulse--an analytics tool which acts as a central repository. District and school leaders have been trained on utilizing the tool to combine and transform data in an easily accessible and useful format. The data repository holds academic, attendance, and behavior data.

The district maintains and uses a comprehensive assessment system to provide data from multiple sources. The comprehensive assessment system ensures consistent measurement

across classrooms, courses, educational programs and system divisions. All schools are to complete a yearly assessment plan aligning all components for monitoring student learning for continuous improvement. The assessment plan is explained and evidences are provided in IP #4.

Schools systematically use data from MAP, Discovery Ed, Reading Inventory, Math Inventories, common assessments, district benchmarks, and End-of-Course assessments to appropriately place students in interventions and classes. Teachers are consistently engaged throughout the school-year with data analysis during the PLC process. This data is used through 30-60-90 plans and in the District Performance Calculator to evaluate and compare student performance. Trend data is reviewed at both the school and district level to evaluate the effectiveness of instruction.

The district currently utilizes NWEA's (Northwest Evaluation Association) Measures of Academic Progress (MAP) as a universal screener for grades 3-11. It is administered three times per year to students with the exception of two schools participating in a pilot of the Reading Inventory and Math Inventory used as the universal screener this year. The Reading Inventory (RI), Phonics Inventory (PI)(administered as necessary), and Math Inventory (MI) are currently administered to students in third through twelfth grade who are performing below the 40th percentile on the MAP. Multiple data points (MAP, KPREP, RI/MI/PI, classroom performance, grades, Persistence to Graduation) are used to identify students eligible for Response to Intervention. The RI/MI/PI are administered three times per year to students participating in RTI services. RI/MI/PI data for rising sixth graders is shared with the middle schools in May for intervention planning over the summer as is eighth grade data with the high schools. RI/MI/PI data is evaluated both at mid and end of year. RTI implementations are monitored and adjusted based on mid-year data and end-of-year data.

The district has created benchmark assessments which are administered two times annually for grades 3-8 in the areas of reading, writing/language mechanics, math, science, and social studies. High school assessments have been also developed for EOC areas. Benchmark assessments are included as part of the District Performance Calculator and are monitored through each cycle of administration. The district monitors nonacademic areas as well as instructional data: suspension, attendance, truancy, and behavior incidents are some of the sources that are monitored and discussed with building level leaders. Suspension data is reported on the district website in accordance with an agreement between CCPS and the Office of Civil Rights to ensure equitable discipline practices are occurring. Statewide K-PREP accountability measures drive a large part of the comprehensive assessment system. Other assessments mentioned are used to measure student progress through the year in preparation of K-PREP administration. Students in grades 10 and 11 complete the practice PLAN and ACT. CCR alternate assessments were piloted at CCHS last year and this year will collect baseline data. Discovery is administered at the high school level.

All of these measures have been shown to be valid, reliable, and bias-free with the exception of assessments developed at the local level. The locally created benchmark assessments have not been evaluated by an outside vendor. CCPS has recently contracted with Case Benchmark Assessments to gauge progress of students. These assessments will replace the previously used district created assessments.

The assessment system and student progress is regularly evaluated and monitored by the district through the use of the 30-60-90 plans, instructional rounds, eleot walkthroughs, PGES (Professional Growth and Effectiveness) implementation, PLC monitoring and support, RTI monitoring and support, PBIS implementation monitoring and support, District Performance Calculators, and through collaborative planning.

Trainings have been provided to district and school leaders on the evaluation, interpretation, and use of data at key points throughout the year. Specific trainings have been provided and additional training had been provided through the venues of Administrator Academies and Curriculum Leadership Team, rigorous and thorough training on utilizing MAP data, Tyler Pulse training, District Performance Calculator training, 30-60-90 training, professional learning community training, benchmark assessment training, Math Inventory, Reading Inventory, school protocols, benchmark data, and Novice Reduction training. These trainings are on a regular schedule to support schools in an ongoing way to review as new data becomes available for analysis.

Data analysis procedures within the school system clearly identify student readiness for learning and measure student success. Student data is examined and monitored for completion of 30-60-90 day plans. Student data is analyzed and monitored through the PLC process. Instruction is modified based on data analysis.

Response to Intervention committees analyze and monitor student performance on a regular schedule. Data driven decisions are made regarding student performance and determining the appropriate level of intervention to continue to remediate or to move students to higher performance levels. RTI data is consistently monitored by schools and reported in a consistent format across all elementary, middle, and high schools. For those schools whose data indicates academic progress is not being met, a systematic support plan template has been developed. District leaders provide additional guidance and support to design appropriate implementation of core instructional programs and intervention programs. The district has provided a district PLC guidance document and a Response to Intervention guidance document to support schools and provide a consistent standard for implementation across the district. District staff visit PLCs and Rtl meetings to monitor implementation and to provide support. The superintendent provides updates at board meetings as well as two formal addresses each year-- The State of the Schools Breakfast in the fall as part of the Christian County Chamber of Commerce's Eye Opener Breakfast series and the Partners in Education Breakfast in the spring. The district has a comprehensive communication plan which is reviewed yearly and training provided to school leaders annually. The Director of Communication coordinates press releases to media outlets.

The board of education is also systematically updated on the academic performance of schools by the chief instructional officer through regularly scheduled instructional updates. The principal of the priority high school also presents monthly to the board of education on the progress of the school. The instructional updates inform the board and community regarding progress on the initiatives of Vision 2016 Strategic Plan and the CDIP. It also serves to inform the board of areas for policy review and brings forward updates to policies for the board's consideration. The district maintains the Comprehensive District Improvement Plan,

Comprehensive School Improvement Plans, and the strategic plan with measures of success on the district and school websites.

Team Evidence:

- District strategic plan
- Comprehensive District Improvement Plan
- Comprehensive School Improvement Plan
- Stakeholder interviews
- Artifacts review
- Superintendent's presentation
- District Self Assessment

Team Supporting Rationale:

The district leadership has developed and implemented a continuous improvement process to ensure student learning and sustainability at all levels. This process includes a focus on strategic planning that supports curriculum, assessment and instruction using Process and Performance Management. This plan is data driven and is created with various stakeholder groups to identify goals for improvement of conditions that support student learning and are aligned with the system's purpose. The superintendent stated during her presentation that the district is preparing to "push out" the current plan and move toward the next five year plan. The Comprehensive District Improvement Plan supports this effort.